



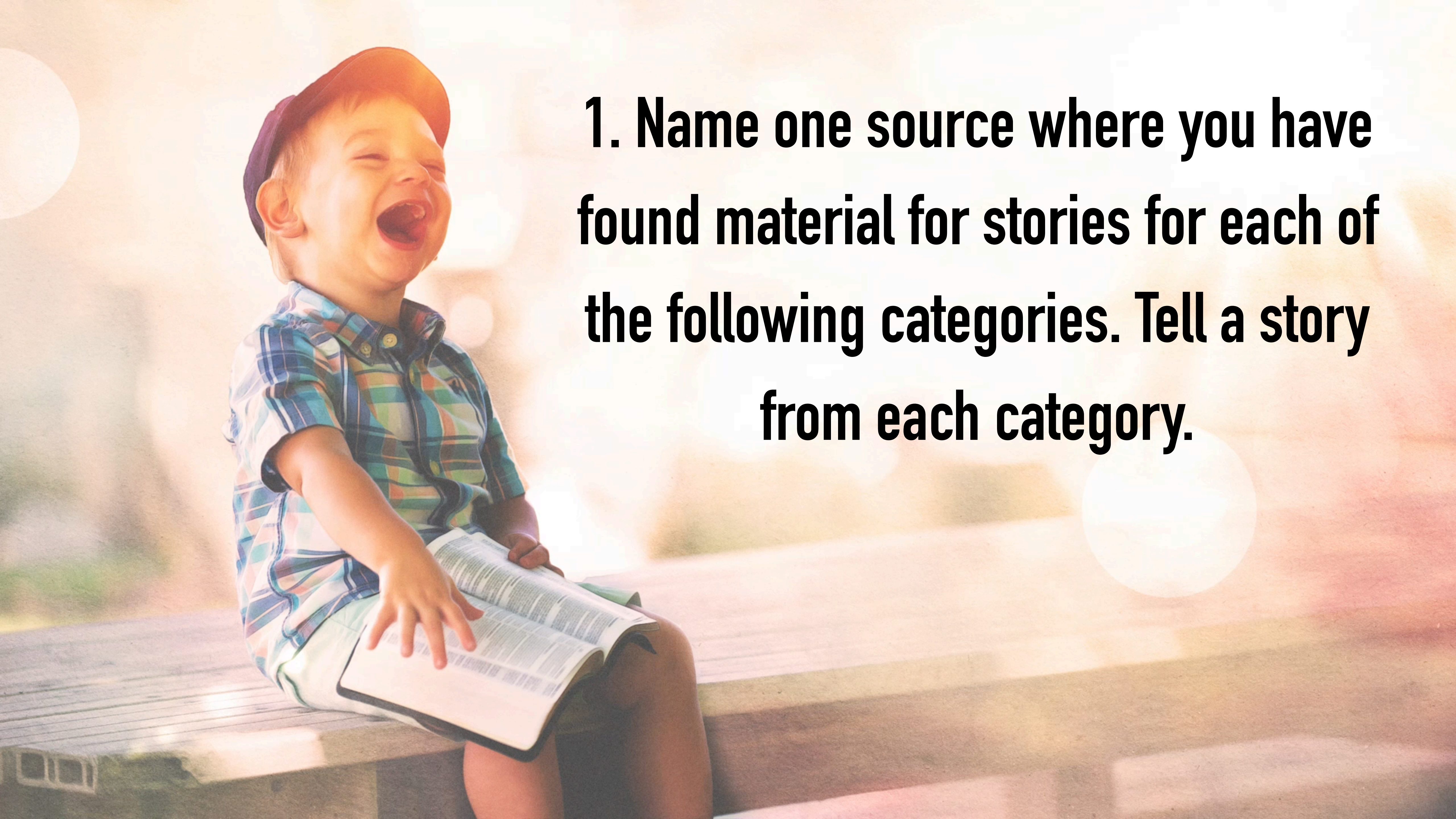
Welcome

PR. GARY BLANCHARD

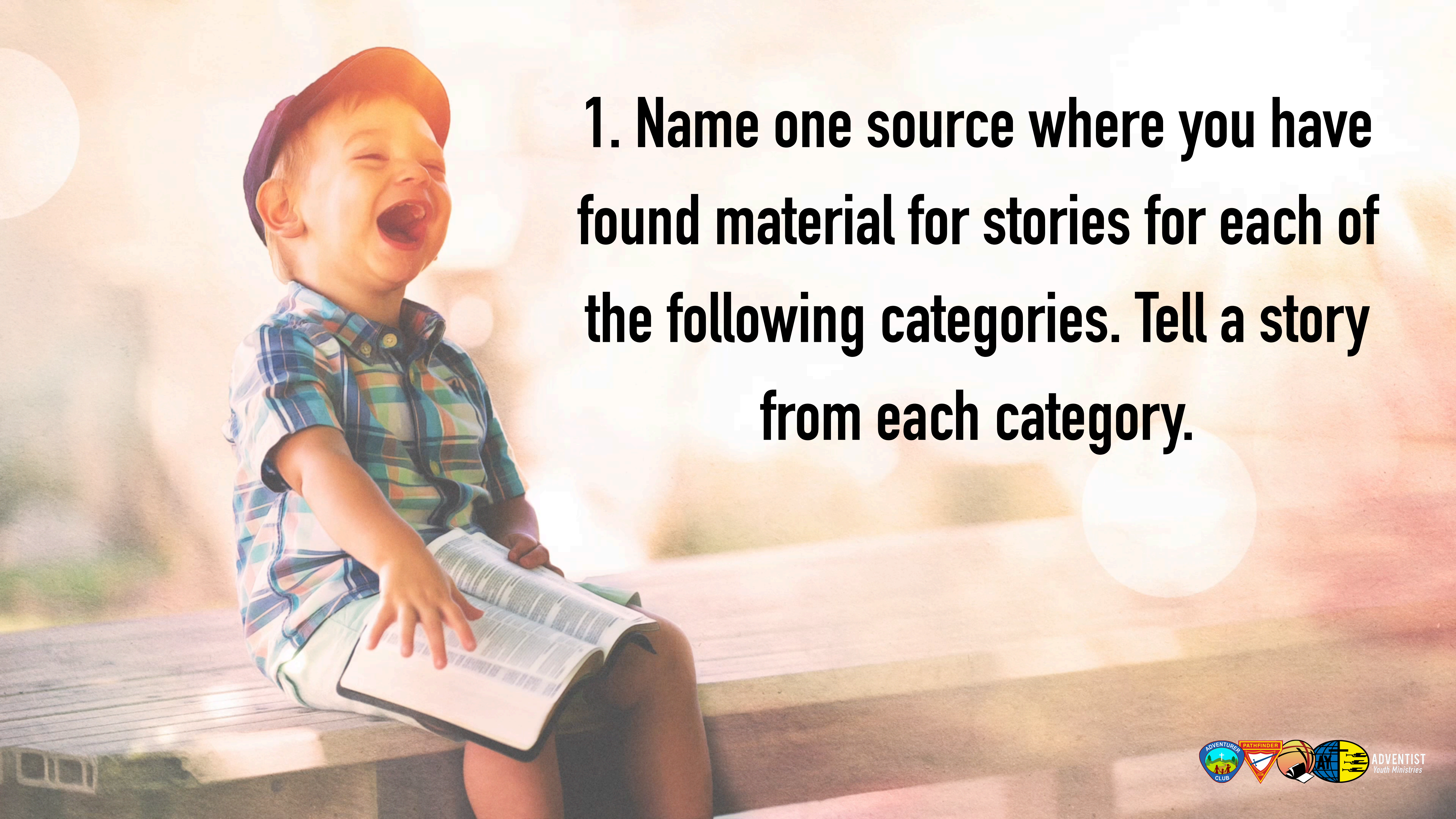
WORLD YOUTH DIRECTOR



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1. Name one source where you have found material for stories for each of the following categories. Tell a story from each category.



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a. Sacred history

- ★ **Stories in the sacred history category are Bible stories. These are obviously found in the Bible!**



b. Church history

- ★ **Paul B. Ricchiuti has written several books covering church history at the Primary and Junior levels:**

b. Church history

- ★ **Where is Moo Cow/Tig's Tale**
- ★ **Mr. Squirrel's Treasure/Ellen's Miracle Horse**
- ★ **Charlie Horse**
- ★ **Ellen White: Friend Of Angels**
- ★ **Ellen White: Trailblazer For God**

c. Nature

- ★ **Jim Arnosky has written many excellent nature stories and field guides for the younger crowd. These books are excellent resources.**
- ★ **The life cycle story of penguins, bees, ants, and frogs are truly fascinating.**

c. Nature

★ Children also enjoy acting out the parts of the Sun, Earth, and Moon:

d. Character story

★ A character story is a story about a person. It could be a famous person (such as Abraham Lincoln), a not-famous person, or someone you know.

e. Object lesson with visual aids

★ **An object lesson is a story that warns others as to the outcomes that result from a particular behavior as exemplified by the fates of those who followed that course.**

Web sources

★ The internet has become a wide ranging source for stories from all categories. The following links will take you to sites that contain possible sources for stories to tell. Add your favorite sites:

- [NeXt Bible Sermon Illustrations](#) – also found at [Bible.Org](#)
- [Our Daily Bread](#) – Daily devotionals

2. For the above stories
you tell, do the following

- a. Tell one of your stories to children, aged five and under, for at least three minutes.**
- ★ **Volunteer to tell a story to the Beginners (Cradle Roll) Sabbath School class in your church, or if your church presents a children's story during the worship hour, volunteer to tell that.**
 - ★ **You can also tell stories if you volunteer to work the child care aspects of an evangelistic series.**

b. Tell one of your stories to the 10-12 year olds for at least five minutes.

- ★ **Volunteer to tell a story to the Juniors Sabbath School class in your church, or tell one around a campfire during your next club camp out.**
- ★ **You can also tell a story as part of the worship service during a Pathfinder meeting.**

**3. Make a written outline
of a story you are to tell.**

- ★ **An outline is a hierarchical organization of an idea – in this case, a story.**
- ★ **The major bullets in the outline should include the setup, description of a conflict, how the characters react to the conflict, how the conflict is resolved, and the events caused by the resolution.**

Setup

1. Where and When
2. Description of protagonist

Conflict

1. Description of antagonist
2. Nature of the conflict

Reaction to conflict

1. What the antagonist does
2. What the protagonist does

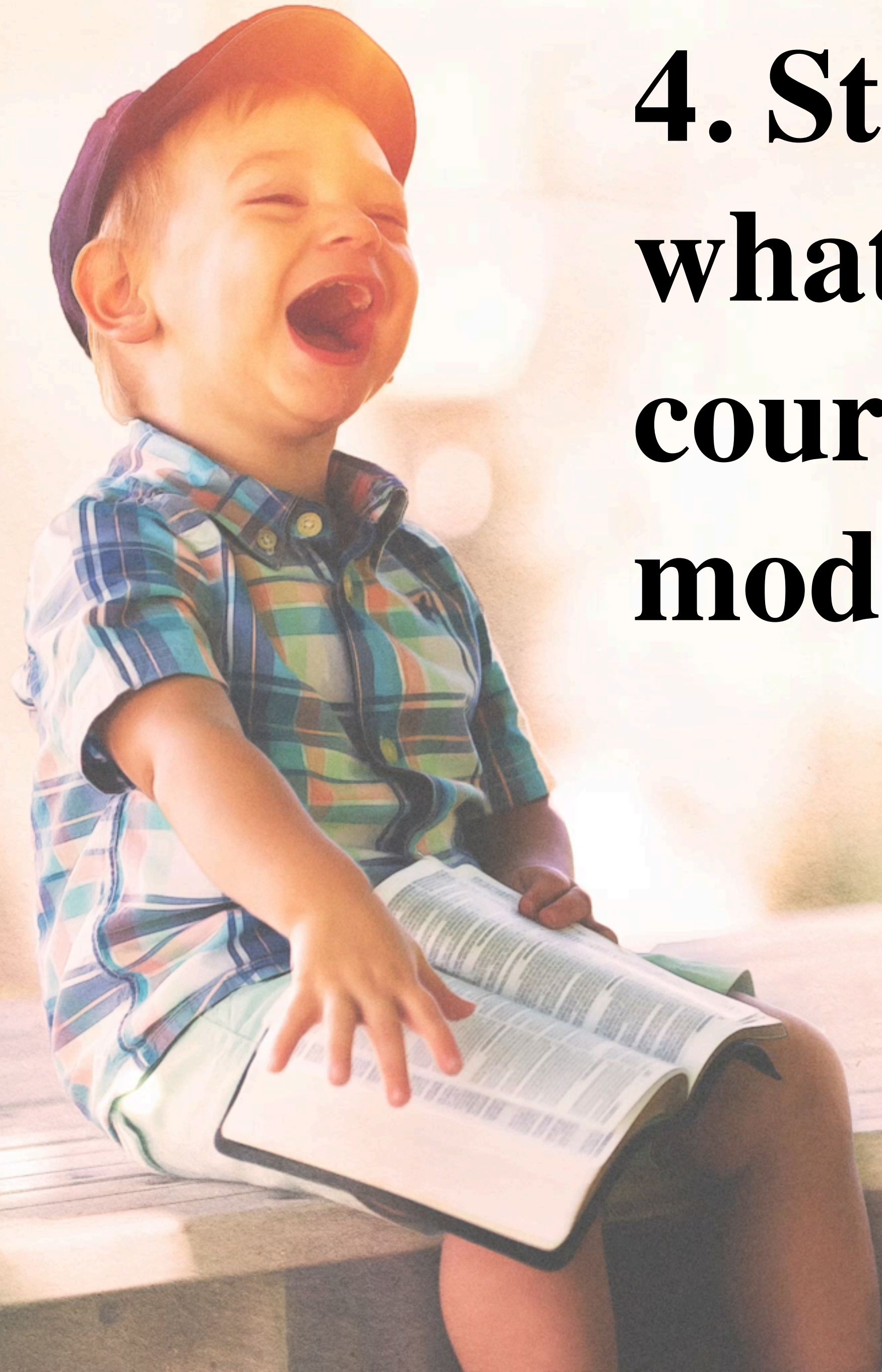
Resolution

1. How the conflict is resolved

Aftermath

1. What happens to the antagonist
2. Lessons learned

4. State how and under what circumstances course material is to be modified for the following



a. Telling the story in first person, second person, and third person

First Person

A story told in the first person is one where the words "I", "me", "we", "and "us" are used. It is a story about yourself. These stories are among the most compelling because they come from the story teller's personal experience – and the audience knows that.

Sample Story

I grew up with three sisters and one brother in a little town called Brown's Town where I went to church and school with all the other children in my neighborhood. Our parents told us to come straight home from school each day and not to linger on the road. We lived one mile from school and if we walked briskly could be home in thirty minutes.

Sample Story

This particular day I decided that I did not want to go home early but would go with a friend of mine to Goshen to visit her grandmother. She promised me we would not be long but she just needed to pick up something from her grandmother to take home. When we got there I noticed a tamarind tree in her grandmother's yard and it was loaded. We picked some and I discovered that they were sweet and I wanted to take some home for my siblings. We had fun picking tamarind and anything else we could pick. Before long two hours had passed and I knew that I was in trouble.

Sample Story

We ran all the way home but to my dismay my mother was waiting for me and all my other siblings were already home. That day in spite of my reason and the tamarind I had taken home I got a whipping that I will remember to this day for disobeying my parents.

Second Person

A story told in the second person is one where the word "you" is used. A good way to tell a story in the second person is to direct your audience to close their eyes and imagine specific points in your story: "Imagine yourself as you walk through the forest. You can hear the birds sing. You can feel a gentle breeze on your face."

Second Person

Bible stories lend themselves to this sort of story telling, and can put the audience right in the story. This can help them to better relate to the people in the story and the lesson it conveys. Convert a story to second person when you want to engage the imagination of your audience.

Third Person

- ★ A story told in the third person is a story told about someone else.
- ★ The downside to telling a story in third person is that the audience assumes you do not have personal experience in the matter, and they are not fully engaged (as in the second person).
- ★ However, this type of story does have its place.
- ★ If you are telling a story about someone the audience knows (or knows about), it may be important to leave it in the third person.

b. Different audiences, ages, and purposes

- ★ **Young children do not have the patience to sit through a long story, so make it short.**
- ★ **It helps if you can involve them in the story.**
- ★ **Have them stand up and do something, perhaps to demonstrate how a penguin walks (show them how and ask them to copy you) or whatever else you can have them do that will help your story progress**

c. Making the story shorter

- ★ There are many reasons to make a long story short, including the attention span of your audience, the point you are trying to make, or the amount of time you have allotted to tell the story.**

d. Making the story longer

- ★ Making a story longer can be done by adding extra details, adding side-stories, including background information, or any combination of the above.**

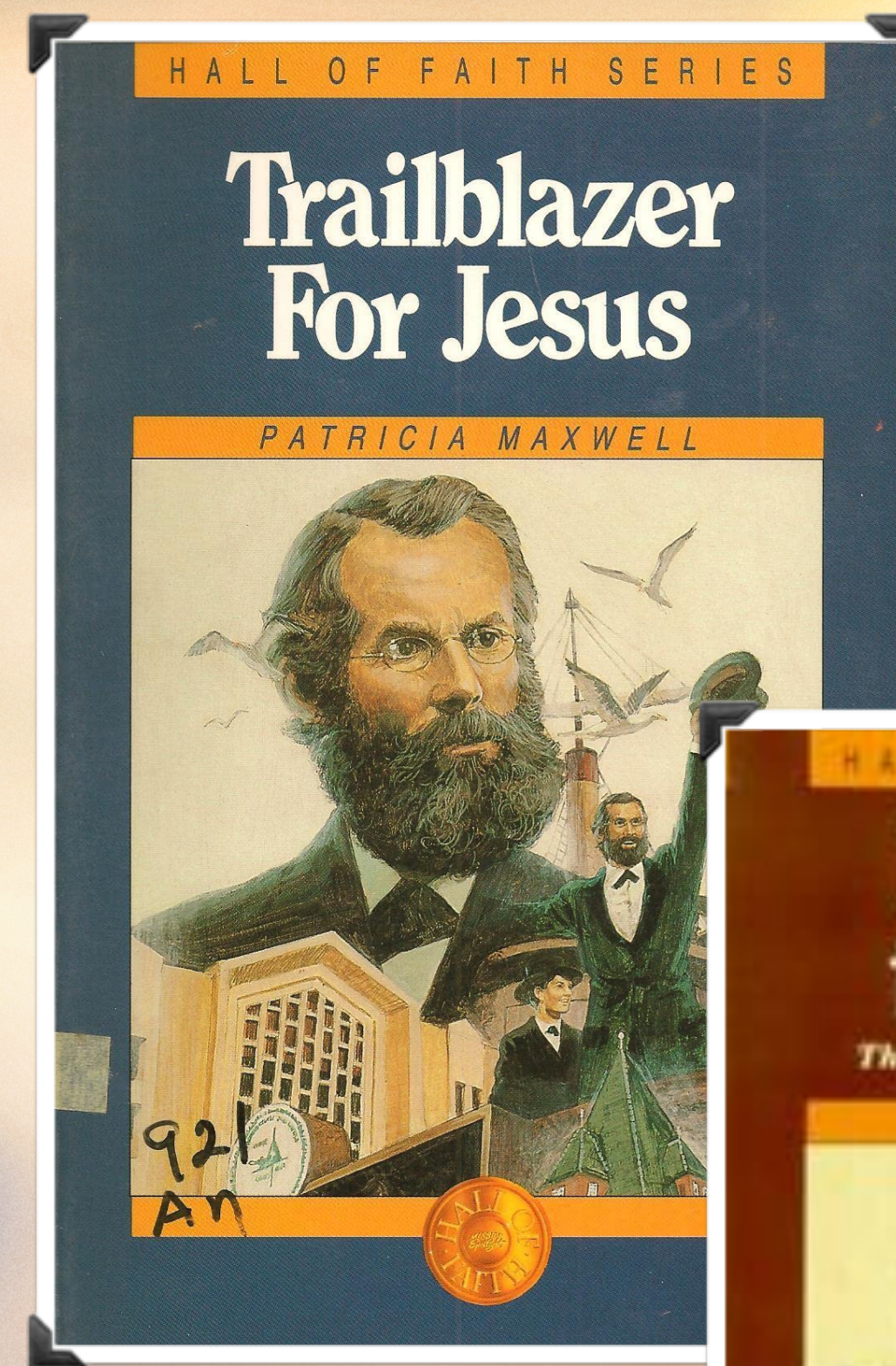
**5. Tell why a definite aim
is necessary in telling a
story.**

- ★ **If a story does not have an aim, it is idle entertainment.**
- ★ **If it has an aim, it can teach a lesson or get a message across.**
- ★ **Often, it can accomplish this without being “preachy.”**
- ★ **A good storyteller can get a message or a lesson across without the hearers even suspecting that they've been preached to.**

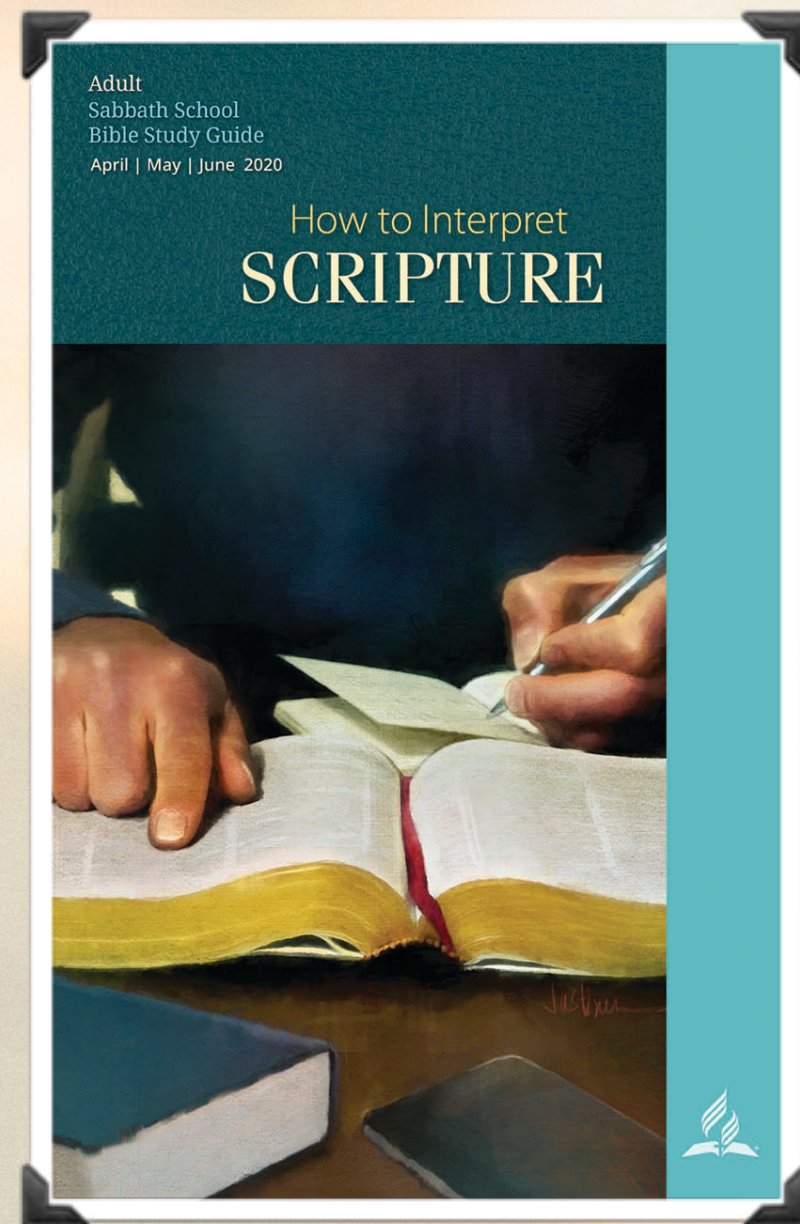
**6. Tell one story of
foreign missionaries, not
less than five minutes in
length.**

- ★ **There are many good stories about Adventist missionaries.**
- ★ **Norma Youngberg has written many books chronicling missionary adventures in the South Pacific.**
- ★ **Eric B. Hare wrote of many of his experiences working in Burma and India before (and during) World War II.**

- ★ **The Hall of Faith series published by the Pacific Press is another good source of foreign missionary stories.**
- ★ **They may be out of print, but you can find used copies at [Amazon.com](https://www.amazon.com).**



★ If you are a Sabbath School teacher you may wish to spend a little time each week telling a continuing mission story to your class.



From left to right: Pastors Samuel Telemaque from the IAD and Ramon Canals, Adventist world church Sabbath School director, Image by Libna Stevens/IAD

7. Tell one story that teaches health principles.

Sample Story

- ★ **This is the story of a little boy who loved candy and would not heed his grandmother's warning about eating more than one piece per day.**
- ★ **Grandma, knowing of his love for candy, hid it in one of the cabinets.**
- ★ **It did not take him long to figure out where the candy was though.**
- ★ **One day when she was asleep, he climbed upon a chair and took down his grandmother's jar of candy and sat down to enjoy himself.**

Sample Story

- ★ He planned to have only one, but each one became one more until the jar was empty.
- ★ When he realized that the jar was empty he hid the jar behind the cereal boxes as if nothing had happened.
- ★ That night he could not sleep because he had a stomach ache. He cried from the pain and when his grandmother asked him what was wrong he could only tell her that his stomach hurt.
- ★ Grandma in her wisdom went to check the candy jar.

Sample Story

- ★ Finding it empty, she knew what was wrong with him. She gave him some tea to soothe his stomach and when he woke up the next morning and he saw that Grandma had placed the candy jar on the kitchen table.
- ★ He knew that his grandmother knew. She talked to him about his disobedience and how his health was affected because he was not obedient to her and that he had also been disobedient to God's command.



Goodbye
& God Bless!

THANK YOU



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